% Respondents	% Response		
(09%)	(7.5%)	4. 3	Help in determining how and when student progress is to be measured and reported.
(62.5%)	(50%)	5. 20	Have had no involvement in IEP development.
(09%)	(7.5%)	6. 3	Other (please explain) Never had any.

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(34%)	(17%)	1. 11	Assessing students' present level of performance.
(06%)	(03%)	2. 2	Writing individual student objectives.
(34%)	(17%)	3. 11	Adapting my course objectives for handicapped students.
(53%)	(27%)	4. 17	Identifying appropriate instructional materials & activities.
(28%)	(14%)	5. 9	Modifying the lab environment.
(41%)	(21%)	6. 13	Knowing available school and community resources which help handicapped individuals.
		7. __	Other (please specify)

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(69%)	(69%)	1. 22	Yes.
(31%)	(31%)	2. 10	No. (If no, skip to Question #12)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

(28%)	(43%)	1. 9	Yes.

% Respondents	% Responses		
(37.5%)	(57%)	2. 12	No. (Why not? Please explain) No change necessary, never asked, ?, not involved, never had any, not involved, "I do not run a handicapped program."

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Respondents	% Responses		
(53%)	(18%)	1. 17	Providing individual instruction in the lab setting.
(53%)	(18%)	2. 17	Modifying instructional materials.
(31%)	(11%)	3. 10	Motivating and reinforcing handicapped students.
(37.5%)	(13%)	4. 12	Working cooperatively with support personnel.
(34%)	(12%)	5. 11	Helping handicapped students develop positive attitudes about themselves and work.
(19%)	(06%)	6. 6	Working with parents of handicapped students.
(37.5%)	(13%)	7. 12	Using a variety of teaching techniques and strategies to teach a specific skill.
(28%)	(10%)	8. 9	Assessing and evaluating student performance.
		9. __	Other (please specify)

_____

_____

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

(19%)	(15%)	1. 6	Student progress on vocational skill development.

% Respondents	% Responses		
(06%)	(05%)	2. 2	Recommendations for work placement or further training.
(12.5%)	(10%)	3. 4	Student behavior and social status
(22%)	(17.5%)	4. 7	Student grades
(56%)	(45%)	5. 18	Have not provided information to IEP team.
(09%)	(7.5%)	6. 3	Other (please explain)

Casual basis, never had any.

13 b. If the above information is provided, it is:

(19%)	(50%)	1. 6	Requested by the IEP staffing team
(06%)	(17%)	2. 2	Initiated by myself.
(12.5%)	(33%)	3. 4	Both of the above.
		4. __	Other (please explain)

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

No, no, no! 1-year follow-up, random, part of district plan, through OIS.

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(44%)	(56%)	1. 14	Yes.
(34%)	(44%)	2. 11	No. (If no, who would you contact?)

?, Special Ed., Counselor

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(47%)	(33%)	1. 15	Special education teacher and aides.
(31%)	(22%)	2. 10	Counselors.
(25%)	(17%)	3. 8	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
(16%)	(11%)	4. 5	Specialized instructional materials.
(31%)	(02%)	5. 1	Out of school agencies (please specify.) Voc. Tech. Institute
(06%)	(04%)	6. 2	Other (please specify.) Behavior specialist
(16%)	(11%)	7. 5	None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(78%)	(89%)	1. 25	No.
(09%)	(11%)	2. 3	Yes. (Who and how often? Please specify.)

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

Assessment, placement, housing, O.T.

17 c. Have you found these agencies to be helpful? (Please explain.)

Too bureaucratic, large caseloads

APPENDIX I

Steilacoom School District

Vocational Staff Questionnaire

STEILACOOM
N=4

VOCATIONAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

Please read the definition below before completing this survey:

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

For the purpose of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an I.E.P. (Individualized Education Program). The I.E.P. is the document which actually determines the types and amounts of special education services given to handicapped children.

PLEASE READ BEFORE COMPLETING SURVEY.

A. Do you presently have any identified handicapped students in your classes?
(Please check). 4 Yes (100%) 0 No (0%)

B. Have you had identified handicapped students in your program in prior years?
(Please check) 3 Yes (75%) 0 No (0%) 1(?) (25%)

C. Do the identified handicapped students in your program have an I.E.P.?
(Please check) 3 Yes (75%) 1 No (25%) __ Don't know

BACKGROUND INFORMATION

1. Primary field of specialization:
(25%) 1. 1 Business & Office Education
2. __ Trade & Industrial Education

	3. __	Agricultural Education
(25%)	4. 1	Home Economics
	5. __	Health Occupations
(25%)	6. 1	Distributive Education
	7. __	Diversified Occupations
(25%)	8. 1	Industrial Arts
	9. __	Technical
	10. __	Other

2. Years of experience in industry:

(50%)	1. 2	1-3
(50%)	2. 2	4-6
	3. __	7-10
	4. __	11-15
	5. __	More than 15
	6. __	None

3. Years of experience in education:

(25%)	1. 1	1-3
	2. __	4-6
(25%)	3. 1	7-10
(25%)	4. 1	11-15
	5. __	More than 15
(25%)	6. 1	None

4. Sex

(50%)	1. 2	Male
(50%)	2. 2	Female

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students prior to January 1, 1983

(50%)	1. 2	Yes
(50%)	2. 2	No (If no, skip to question #7.)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

** % of Respondents (50%)	% of Responses (100%)		
		1. 2	College or university
		2. __	Local district in-service
		3. __	State Department of Education
		4. __	Professional organization
		5. __	Other (please specify)

** Due to multiple responses, will usually not equal 100%.

Please answer the following questions regarding your in-service needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT

7. What is your role in the placement of a handicapped student in your vocational class? (Please check)

% of Respondents	% of Responses		
(25%)	(25%)	1. 1	Involved in initial IEP meeting as part of basic staffing team.
		2. __	Have not attended initial meetings but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
		3. __	Review IEP after it's been developed, and then comment on it before parent approval is given.
(75%)	(75%)	4. 3	Have had no involvement in IEP development.
		5. __	Other (Please explain)

_____

_____

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

(50%)	(50%)	1. 2	Involved in assessing the student's entry-level skills in my vocational area.
		2. __	Help set the vocational goals and objectives for students' participation in my program.
		3. __	Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.)

% Respondents	% Response		
		4. __	Help in determining how and when student progress is to be measured and reported.
(25%)	(25%)	5. 1	Have had no involvement in IEP development.
(25%)	(25%)	6. 1	Other (please explain)

Unaware of meetings concerning IEP development

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(25%)	(08%)	1. 1	Assessing students' present level of performance.
		2. __	Writing individual student objectives.
(75%)	(23%)	3. 3	Adapting my course objectives for handicapped students.
(100%)	(31%)	4. 4	Identifying appropriate instructional materials & activities.
(25%)	(08%)	5. 1	Modifying the lab environment.
(75%)	(23%)	6. 3	Knowing available school and community resources which help handicapped individuals.
(25%)	(08%)	7. 1	Other (please specify)

Planning for support staff to assist student

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(75%)	(75%)	1. 3	Yes.
(25%)	(25%)	2. 1	No. (If no, skip to Question #12)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

(25%)	(33%)	1. 1	Yes.

(50%) (67%) 2. 2 No. (Why not? Please explain)

Not involved

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Respondents	% Responses		
(75%)	(16%)	1. 3	Providing individual instruction in the lab setting.
(75%)	(16%)	2. 3	Modifying instructional materials.
(25%)	(05%)	3. 1	Motivating and reinforcing handicapped students.
(75%)	(16%)	4. 3	Working cooperatively with support personnel.
(50%)	(11%)	5. 2	Helping handicapped students develop positive attitudes about themselves and work.
(25%)	(05%)	6. 1	Working with parents of handicapped students.
(75%)	(16%)	7. 3	Using a variety of teaching techniques and strategies to teach a specific skill.
(75%)	(16%)	8. 3	Assessing and evaluating student performance.
		9. __	Other (please specify)

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

1. __ Student progress on vocational skill development.

% Respondents	% Responses		
		2. __	Recommendations for work placement or further training.
		3. __	Student behavior and social status
(25%)	(20%)	4. 1	Student grades
(75%)	(60%)	5. 3	Have not provided information to IEP team.
(25%)	(20%)	6. 1	Other (please explain)

No one asks.

13 b. If the above information is provided, it is:

(25%)	(50%)	1. 1	Requested by the IEP staffing team
		2. __	Initiated by myself.
		3. __	Both of the above.
(25%)	(50%)	4. 1	Other (please explain)

Willing to assist if informed.

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

No. No. Will be. 1st year program.

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(75%)	(75%)	1. 3	Yes.
(25%)	(25%)	2. 1	No. (If no, who would you contact?)

Counselor

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(75%)	(50%)	1. 3	Special education teacher and aides.
(50%)	(33%)	2. 2	Counselors.
(25%)	(17%)	3. 1	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
		4. __	Specialized instructional materials.
		5. __	Out of school agencies (please specify.)

_____

_____

6. __ Other (please specify.)

_____

7. __ None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(100%)	(100%)	1. 4	No.
(0%)	(0%)	2. 0	Yes. (Who and how often? Please specify.)

_____

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

_____

17 c. Have you found these agencies to be helpful? (Please explain.)

_____

APPENDIX J

Sumner School District

Vocational Staff Questionnaire

SUMNER
N=11

VOCATICNAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

Please read the definition below before completing this survey:

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

For the purpose of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an I.E.P. (Individualized Education Program). The I.E.P. is the document which actually determines the types and amounts of special education services given to handicapped children.

PLEASE READ BEFORE COMPLETING SURVEY.

A. Do you presently have any identified handicapped students in your classes?
(Please check). 10 Yes (91%) 1 No (9%)

B. Have you had identified handicapped students in your program in prior years?
(Please check) 11 Yes (100%) 0 No (0%)

C. Do the identified handicapped students in your program have an I.E.P.?
(Please check) 5 Yes (45%) __ No 6 Don't know (55%)

BACKGROUND INFORMATION

1. Primary field of specialization:
(33%) 1. 4 Business & Office Education
(08% 2. 1 Trade & Industrial Education

(08%)	3.	1	Agricultural Education
(25%)	4.	3	Home Economics
	5.		Health Occupations
	6.		Distributive Education
(08%)	7.	1	Diversified Occupations
(17%)	8.	2	Industrial Arts
	9.		Technical
	10.		Other

2. Years of experience in industry:

(18%)	1.	2	1-3
(09%)	2.	1	4-6
(27%)	3.	3	7-10
(18%)	4.	2	11-15
(18%)	5.	2	More than 15
(09%)	6.	1	None

3. Years of experience in education:

(18%)	1.	2	1-3
(09%)	2.	1	4-6
(36%)	3.	4	7-10
(18%)	4.	2	11-15
(18%)	5.	2	More than 15
	6.		None

4. Sex

(55%)	1.	6	Male
(45%)	2.	5	Female

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students prior to January 1, 1983

(36%)	1.	4	Yes
(64%)	2.	7	No (If no, skip to question #7.)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

** % of Respondents	% of Responses			
(09%)	(14%)	1.	1	College or university
(27%)	(43%)	2.	3	Local district in-service
(09%)	(14%)	3.	1	State Department of Education
(18%)	(28%)	4.	2	Professional organization
		5.		Other (please specify)

** Due to multiple responses, will usually not equal 100%.

Please answer the following questions regarding your in-service needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT

7. What is your role in the placement of a handicapped student in your vocational class? (Please check)

% of Respondents	% of Responses		
		1. __	Involved in initial IEP meeting as part of basic staffing team.
(18%)	(18%)	2. 2	Have not attended initial meetings but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
		3. __	Review IEP after it's been developed, and then comment on it before parent approval is given.
(73%)	(73%)	4. 8	Have had no involvement in IEP development.
(09%	(09%)	5. 1	Other (Please explain)

Implemented special course.

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

		1. __	Involved in assessing the student's entry-level skills in my vocational area.
(09%)	(08%)	2. 1	Help set the vocational goals and objectives for students' participation in my program.
		3. __	Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.)

% Respondents (09%)	% Response (08%)		
		4. 1	Help in determining how and when student progress is to be measured and reported.
(91%)	(84%)	5. 10	Have had no involvement in IEP development.
		6. __	Other (please explain)

_____

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(36%)	(17%)	1. 4	Assessing students' present level of performance.
(18%)	(09%)	2. 2	Writing individual student objectives.
(27%)	(13%)	3. 3	Adapting my course objectives for handicapped students.
(36%)	(17%)	4. 4	Identifying appropriate instructional materials & activities.
(45%)	(22%)	5. 5	Modifying the lab environment.
(36%)	(17%)	6. 4	Knowing available school and community resources which help handicapped individuals.
(09%)	(04%)	7. 1	Other (please specify)

Scheduling

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(64%)	(64%)	1. 7	Yes.
(36%)	(36%)	2. 4	No. (If no, skip to Question #12)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

(36%)	(36%)	1. 4	Yes.

(64%) (64%) 2. 7 No. (Why not? Please explain)

_____

_____

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Respondents	% Responses		
(73%)	(17%)	1. 8	Providing individualinstruction in the lab setting.
(54.5%)	(13%)	2. 6	Modifying instructional materials.
(27%)	(08%)	3. 3	Motivating and reinforcing handicapped students.
(54.5%)	(13%)	4. 6	Working cooperatively with support personnel.
(73%)	(17%)	5. 8	Helping handicapped students develop positive attitudes about themselves and work.
(18%)	(09%)	6. 2	Working with parents of handicapped students.
(64%)	(15%)	7. 7	Using a variety of teaching techniques and strategies to teach a specific skill.
(54.5%)	(13%)	8. 6	Assessing and evaluating student performance.
		9. __	Other (please specify)

_____

_____

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

(27%)	(16%)	1. 3	Student progress on vocational skill development.

% Respondents	% Responses		
		2. __	Recommendations for work placement or further training.
(54.5%)	(32%)	3. 6	Student behavior and social status
(36%)	(21%)	4. 4	Student grades
(54.5%)	(32%)	5. 6	Have not provided information to IEP team.
		6. __	Other (please explain)

_____

13 b. If the above information is provided, it is:

(18%)	(28.5%)	1. 2	Requested by the IEP staffing team
(18%)	(28.5%)	2. 2	Initiated by myself.
(18%)	(28.5%)	3. 2	Both of the above.
(09%)	(14.5%)	4. 1	Other (please explain)

None

_____

_____

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

_____

_____

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(54.5%)	(60%)	1. 6	Yes.
(36%)	(40%)	2. 4	No. (If no, who would you contact?)

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(45%)	(31%)	1. 5	Special education teacher and aides.
(18%)	(12.5%)	2. 2	Counselors.
(64%)	(44%)	3. 7	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
		4. __	Specialized instructional materials.
		5. __	Out of school agencies (please specify.)
			_____
		6. __	Other (please specify.)
			_____
(18%)	(12.5%)	7. 2	None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(91%)	(91%)	1. 10	No.
(09%)	(09%)	2. 1	Yes. (Who and how often? Please specify.)

Good Samaritan, J.T.P.A.

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

Job placement.

17 c. Have you found these agencies to be helpful? (Please explain.)

APPENDIX K

Tacoma School District

Vocational Staff Questionnaire

TACOMA
N=41

VOCATIONAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

Please read the definition below before completing this survey:

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

For the purpose of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an I.E.P. (Individualized Education Program). The I.E.P. is the document which actually determines the types and amounts of special education services given to handicapped children.

PLEASE READ BEFORE COMPLETING SURVEY.

A. Do you presently have any identified handicapped students in your classes?
(Please check). 29 Yes (71%) 12 No (29%)

B. Have you had identified handicapped students in your program in prior years?
(Please check) 35 Yes (87%) 4 No (10%) 1(?) (3%)

C. Do the identified handicapped students in your program have an I.E.P.?
(Please check) 13 Yes (32%) 6 No (16%) 21 Don't know (52%)

BACKGROUND INFORMATION

1. Primary field of specialization:
(42%) 1. 19 Business & Office Education
(04%) 2. 2 Trade & Industrial Education

(09%) 3. 4 Agricultural Education
4. __ Home Economics
5. __ Health Occupations
(09%) 6. 4 Distributive Education
(04%) 7. 1 Diversified Occupations
(33%) 8. 15 Industrial Arts
9. __ Technical
10. __ Other

---

2. Years of experience in industry:

(24%) 1. 9 1-3
(26%) 2. 10 4-6
(11%) 3. 4 7-10
(03%) 4. 1 11-15
(29%) 5. 11 More than 15
(08%) 6. 3 None

3. Years of experience in education:

(12%) 1. 5 1-3
(02%) 2. 1 4-6
(02%) 3. 1 7-10
(12%) 4. 5 11-15
(72%) 5. 28 More than 15
6. __ None

4. Sex

(76%) 1. 29 Male
(24%) 2. 9 Female

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students prior to January 1, 1983

(37%) 1. 15 Yes
(63%) 2. 25 No (If no, skip to question #7.)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

** % of Respondents	% of Responses		
(05%)	(12%)	1. 2	College or university
(32%)	(81%)	2. 13	Local district in-service
		3. __	State Department of Education
(02%)	(07%)	4. 1	Professional organization
		5. __	Other (please specify)

** Due to multiple responses, will usually not equal 100%.

Please answer the following questions regarding your in-service needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT

7. What is your role in the placement of a handicapped student in your vocational class? (Please check)

% of Respondents	% of Responses		
		1. __	Involved in initial IEP meeting as part of basic staffing team.
(07%)	(07%)	2. 3	Have not attended initial meetings but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
		3. __	Review IEP after it's been developed, and then comment on it before parent approval is given.
(88%)	(90%)	4. 36	Have had no involvement in IEP development.
(02%)	(03%)	5. 1	Other (Please explain)

IEP'S signed off prior to D.O.R.; sometimes called, sometimes not

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

(03%)	(2.5%)	1. 1	Involved in assessing the student's entry-level skills in my vocational area.
(03%)	(2.5%)	2. 1	Help set the vocational goals and objectives for students' participation in my program.
(03%)	(2.5%)	3. 1	Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.)

% Respondents	% Response		
(03%)	(2.5%)	4. 1	Help in determining how and when student progress is to be measured and reported.
(88)	(90%)	5. 36	Have had no involvement in IEP development.
		6. __	Other (please explain)

_____

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(27%)	(18%)	1. 11	Assessing students' present level of performance.
(10%)	(07%)	2. 4	Writing individual student objectives.
(27%)	(18%)	3. 11	Adapting my course objectives for handicapped students.
(34%)	(23%)	4. 14	Identifying appropriate instructional materials & activities.
(22%)	(15%)	5. 9	Modifying the lab environment.
(24%)	(16%)	6. 10	Knowing available school and community resources which help handicapped individuals.
(05%)	(03%)	7. 2	Other (please specify)

More about all, need teacher in room with more than 2 handicapped students

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(71%)	(74%)	1. 29	Yes.
(24%)	(26%)	2. 10	No. (If no, skip to Question #12)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

(29%)	(43%)	1. 12	Yes.

(39%) (57%) 2. 16 No. (Why not? Please explain)

Not involved; N/A; Depends on ability; done by h/c personnel; acheivement too low to be monitored; not involved; what IEP?

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Responcents	% Responses		
(51%)	(16%)	1. 21	Providing individual instruction in the lab setting.
(44%)	(14%)	2. 18	Modifying instructional materials.
(44%)	(19%)	3. 18	Motivating and reinforcing handicapped students.
(34%)	(17%)	4. 22	Working cooperatively with support personnel.
(27%)	(08%)	5. 11	Helping handicapped students develop positive attitudes about themselves and work.
(20%)	(06%)	6. 8	Working with parents of handicapped students.
(34%)	(11%)	7. 14	Using a variety of teaching techniques and strategies to teach a specific skill.
(34%)	(11%)	8. 14	Assessing and evaluating student performance.
(12%)	(04%)	9. 5	Other (please specify)

Aide to reduce load; at present no assistance; in some cases should not be in class.

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

(15%) (11%) 1. 6 Student progress on vocational skill development.

% Respondents	% Responses		
(05%)	(03%)	2. 2	Recommendations for work placement or further training.
(15%)	(11%)	3. 6	Student behavior and social status
(34%)	(25%)	4. 14	Student grades
(61%)	(44%)	5. 25	Have not provided information to IEP team.
(10%)	(07%)	6. 4	Other (please explain)

Haven't had to do it; sometimes progress reports sent, only if asked; what IEP?

13 b. If the above information is provided, it is:

(22%)	(37%)	1. 9	Requested by the IEP staffing team
(10%)	(17)	2. 4	Initiated by myself.
(12%)	(21%)	3. 5	Both of the above.
(15%)	(25%)	4. 6	Other (please explain)

Not involved; does not apply; ?; don't know; normal grading; evaluation criteria already established; what IEP's?

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

Yes, letter, no, no, no, no, yes, follow-up of seniors, no, no, seniors only, yes, student exit form, no, no, no, no, no, no, no!, no, yes, no, no, random, only if complete 360 hours, no, no, no, no.

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(51%)	(60%)	1. 21	Yes.
(34%)	(40%)	2. 14	No. (If no, who would you contact?)

Counselor; does not apply; counselor; teacher; ?; ?; we seem to have no recourse.

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(44%)	(29%)	1. 18	Special education teacher and aides.
(41%)	(27%)	2. 17	Counselors.
(34%)	(23%)	3. 14	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
(12%)	(08%)	4. 5	Specialized instructional materials.
		5. __	Out of school agencies (please specify.)
(02%)	(02%)	6. 1	Other (please specify.) ESC
(17%)	(11%)	7. 7	None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(93%)	(97%)	1. 38	No.
(02%)	(03%)	2. 1	Yes. (Who and how often? Please specify.) Signing aides for hearing impaired.

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

17 c. Have you found these agencies to be helpful? (Please explain.)

Yes

APPENDIX L

University Place School District

Vocational Staff Questionnaire

UNIVERSITY PLACE
N=9

VOCATIONAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

Please read the definition below before completing this survey:

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

For the purpose of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an I.E.P. (Individualized Education Program). The I.E.P. is the document which actually determines the types and amounts of special education services given to handicapped children.

PLEASE READ BEFORE COMPLETING SURVEY.

A. Do you presently have any identified handicapped students in your classes?
(Please check). 7 Yes (78%) 2 No (22%)*

B. Have you had identified handicapped students in your program in prior years?
(Please check) 9 Yes (100%) 0 No (0%)

C. Do the identified handicapped students in your program have an I.E.P.?
(Please check) 4 Yes (44%) 2 No (22%) 3 Don't know (33%)

* All percentages rounded off so may not necessarily total 100%

1.0 BACKGROUND INFORMATION

1. Primary field of specialization:
(56%) 1. 5 Business & Office Education
2. __ Trade & Industrial Education

	3. __	Agricultural Education
(33%)	4. 3	Home Economics
	5. __	Health Occupations
(11%)	6. 1	Distributive Education
	7. __	Diversified Occupations
	8. __	Industrial Arts
	9. __	Technical
	10. __	Other (Please Specify)

2. Years of experience in industry:

(33%)	1. 3	1-3
	2. __	4-6
(22%)	3. 2	7-10
(11%)	4. 1	11-15
(22%)	5. 2	More than 15
(11%)	6. 1	None

3. Years of experience in education:

	1. __	1-3
(11%)	2. 1	4-6
(11%)	3. 1	7-10
(22%)	4. 2	11-15
(56%)	5. 5	More than 15
	6. __	None

4. Sex

(44%)	1. 04	Male
(56%)	2. 5	Female

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students prior to January 1, 1983

(33%)	1. 3	Yes
(67%)	2. 6	No (If no, skip to question #7.)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

** % of Respondents	% of Responses		
(11%)	(25%)	1. 1	College or university
(11%)	(25%)	2. 1	Local district in-service
(22%)	(50%)	3. 2	State Department of Education
		4. __	Professional organization
		5. __	Other (please speacify)

** Due to multiple responses, will usually not equal 100%.

Please answer the following questions regarding your in-service needs and involvement in vocational programming for Handicapped students.

2.0 PROGRAM DEVELOPMENT

7. What is your role in the placement of a handicapped student in your vocational class? (Please check)

% of Respondents	% of Responses		
(11%)	(11%)	1. 1	Involved in initial IEP meeting as part of basic staffing team
(11%)	(11%)	2. 1	Have not attended initial meetings but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
		3. __	Review IEP after it's been developed, and then comment on it before parent approval is given.
(78%)	(78%)	4. 7	Have had no involvement in IEP development.
		5. __	Other (Please specify)

_____

_____

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

(22%)	(18%)	1. 2	Involved in assessing the student's entry-level skills in my vocational area.
(11%)	(9%)	2. 1	Help set the vocational goals and objectives for students' participation in my program.
(11%)	(09%)	3. 1	Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.)

% Respondents	% Response		
(22%)	(18%)	4. 2	Help in determining how and when student progress is to be measured and reported.
(56%)	(45%)	5. 5	Have had no involvement in IEP development.
		6. __	Other (please explain).

_____

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(56%)	(25%)	1. 5	Assessing students' present level of performance.
		2. __	Writing individual student objectives.
(44%)	(20%)	3. 4	Adapting my course objectives for handicapped students.
(78%)	(35%)	4. 7	Identifying appropriate instructional materials & activities.
(11%)	(05%)	5. 1	Modifying the lab environment.
(33%)	(15%)	6. 3	Knowing available school and community resources which help handicapped individuals.
		7. __	Other (please specify)

_____

_____

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(67%)	(67%)	1. 6	Yes.
(33%)	(33%)	2. 3	No. (If no, skip to Question #12)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

(22%)	(33%)	1. 2	Yes.

(44%) (67%) 2. 4 No. (Why not? Please

_____

_____

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Respondents	% Responses		
(56%)	(16%)	1. 5	Providing individual instruction in the lab setting.
(78%)	(23%)	2. 7	Modifying instructional materials.
(22%)	(06%)	3. 2	Motivating and reinforcing handicapped students.
(44%)	(13%)	4. 4	Working cooperatively with support personnel.
(33%)	(10%)	5. 3	Helping handicapped students develop positive attitudes about themselves and work.
(11%)	(03%)	6. 1	Working with parents of handicapped students.
(44%)	(13%)	7. 4	Using a variety of teaching techniques and strategies to teach a specific skill.
(56%)	(16%)	8. 5	Assessing and evaluating student performance.
		9. __	Other (please specify)

_____

_____

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

(11%)	(08%)	1. 1	Student progress on vocational skill development.

% Respondents	% Responses		
(11%)	(08%)	2. 1	Recommendations for work placement or further training.
(22%)	(15%)	3. 2	Student behavior and social status
(44%)	(31%)	4. 4	Student grades
(56%)	(38%)	5. 5	Have not provided information to IEP team.
		6. __	Other (please explain)

_____

_____

13 b. If the above information is provided, it is:

(22%)	(40%)	1. 2	Requested by the IEP staffing team
		2. __	Initiated by myself.
(22%)	(40%)	3. 2	Both of the above.
(11%)	(2%)	4. 1	Other (please explain)

Request of vocational director

_____

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

No. Random

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(67%)	(67%)	1. 6	Yes.
(33%)	(33%)	2. 3	No. (If no, who would you

Counselor

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(67%)	(33%)	1. 6	Special education teacher and aides.
(89%)	(44%)	2. 8	Counselors.
(33%)	(17%)	3. 3	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
(11%)	(06%)	4. 1	Specialized instructional materials.
		5. __	Out of school agencies (please specify.)
		6. __	Other (please specify.)
		7. __	None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(100%)	(100%)	1. 9	No.
		2. __	Yes. (Who and how often? Please specify.)

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

17 c. Have you found these agencies to be helpful? (Please explain.)

APPENDIX M

White River School District

Vocational Staff Questionnaire

WHITE RIVER
N=6

VOCATIONAL STAFF QUESTIONNAIRE

NEEDS ASSESSMENT

Please read the definition below before completing this survey:

Identification of a Handicapped Person. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, Federal Register, October 3, 1977).

For the purpose of this survey the word "handicapped" describes any student with the above-stated handicapping conditions who is currently on an I.E.P. (Individualized Education Program). The I.E.P. is the document which actually determines the types and amounts of special education services given to handicapped children.

PLEASE READ BEFORE COMPLETING SURVEY.

A. Do you presently have any identified handicapped students in your classes?
(Please check). 4 Yes (67%) 1 No (17%) 1 Don't Know (17%)

B. Have you had identified handicapped students in your program in prior years?
(Please check) 5 Yes (83%) 1 No (17%)

C. Do the identified handicapped students in your program have an I.E.P.?
(Please check) 4 Yes (67%) 1 No (17%) 1 Don't know (17%)

BACKGROUND INFORMATION

1. Primary field of specialization:
(33%) 1. 2 Business & Office Education
2. __ Trade & Industrial Education

(33%)	3.	2	Agricultural Education
(17%)	4.	1	Home Economics
	5.	__	Health Occupations
	6.	__	Distributive Education
	7.	__	Diversified Occupations
(17%)	8.	1	Industrial Arts
	9.	__	Technical
	10.	__	Other

---

2. Years of experience in industry:

(17%)	1.	1	1-3
(17%)	2.	1	4-6
(17%)	3.	1	7-10
(17%)	4.	1	11-15
(33%)	5.	2	More than 15
	6.	__	None

3. Years of experience in education:

(17%)	1.	1	1-3
	2.	__	4-6
(33%)	3.	2	7-10
(17%)	4.	1	11-15
(33%)	5.	2	More than 15
	6.	__	None

4. Sex

(83%)	1.	5	Male
	2.	__	Female

(1 did not respond.)

5. Have you participated in any workshops or college courses on providing vocational instruction to handicapped students prior to January 1, 1983?

(33%)	1.	2	Yes
(67%)	2.	4	No (If no, skip to question #7.)

6. If yes to question #5, who were the activities sponsored by? (Please check all appropriate responses.)

** % of Respondents (33%)	% of Responses (100%)			
		1.	2	College or university
		2.	__	Local district in-service
		3.	__	State Department of Education
		4.	__	Professional organization
		5.	__	Other (please specify)

** Due to multiple responses, will usually not equal 100%.

Please answer the following questions regarding your in-service needs and involvement in vocational programming for handicapped students.

2.0 PROGRAM DEVELOPMENT

7. What is your role in the placement of a handicapped student in your vocational class? (Please check)

% of Respondents	% of Responses		
		1. __	Involved in initial IEP meeting as part of basic staffing team.
(50%)	(43%)	2. 3	Have not attended initial meetings but have talked with person(s) responsible for developing objectives of handicapped students' IEP.
(17%)	(14%)	3. 1	Review IEP after it's been developed, and then comment on it before parent approval is given.
(50%)	(43%)	4. 3	Have had no involvement in IEP development.
		5. __	Other (Please explain)

_____

_____

8. What input do you provide the IEP staffing team in developing the vocational program for the handicapped learner? (Please check all appropriate responses.)

(17%)	(09%)	1. 1	Involved in assessing the student's entry-level skills in my vocational area.
(33%)	(18%)	2. 2	Help set the vocational goals and objectives for students' participation in my program.
(33%)	(18%)	3. 2	Help identify special services needed for the handicapped student (e.g., remedial reading, adapting vocational lab facilities, etc.)

% Respondents	% Response		
(33%)	(18%)	4. 2	Help in determining how and when student progress is to be measured and reported.
(67%)	(36%)	5. 4	Have had no involvement in IEP development.
		6. __	Other (please explain)

_____

9. In what areas in planning the vocational aspects of the students' IEP do you feel you would like additional training? (Check all appropriate responses.)

(33%)	(20%)	1. 2	Assessing students' present level of performance.
		2. __	Writing individual student objectives.
(33%)	(20%)	3. 2	Adapting my course objectives for handicapped students.
(17%)	(10%)	4. 1	Identifying appropriate instructional materials & activities.
(17%)	(10%)	5. 1	Modifying the lab environment.
(50%)	(30%)	6. 3	Knowing available school and community resources which help handicapped individuals.
(17%)	(10%)	7. 1	Other (please specify)

Not interested

10. Is there a checklist of objectives or competencies that you use in your vocational program?

(17%)	(20%)	1. 1	Yes.
(67%)	(80%)	2. 4	No. (If no, skip to Question #12) (1 did not respond)

11. If yes to Question #10, do you use these objectives or competencies to help develop the vocational aspects of the students' IEP?

1. __ Yes.

(17%) (100%) 2. 1 No. (Why not? Please explain)

Can handle as is.

3.0 IMPLEMENTATION

12. What are the areas you feel need to be strengthened in terms of helping you provide vocational instruction to handicapped students? (Check all appropriate responses)

% Respondents	% Responses		
(17%)	(07%)	1. 1	Providing individualinstruction in the lab setting.
(67%)	(29%)	2. 4	Modifying instructional materials.
(17%)	(07%)	3. 1	Motivating and reinforcing handicapped students.
		4. __	Working cooperatively with support personnel.
(33%)	(14%)	5. 2	Helping handicapped students develop positive attitudes about themselves and work.
(17%)	(07%)	6. 1	Working with parents of handicapped students.
(67%)	(29%)	7. 4	Using a variety of teaching techniques and strategies to teach a specific skill.
(17%)	(07%)	8. 1	Assessing and evaluating student performance.
		9. __	Other (please specify)

4.0 REVIEW/EVALUATION

13 a. What information do you provide the IEP team during and at the end of the year? (Check all appropriate responses.)

(17%)	(11%)	1. 1	Student progress on vocational skill development.

% Respondents	% Responses		
		2. __	Recommendations for work placement or further training.
(33%)	(22%)	3. 2	Student behavior and social status
(67%)	(44%)	4. 4	Student grades
(33%)	(22%)	5. 2	Have not provided information to IEP team.
		6. __	Other (please explain)

_____

13 b. If the above information is provided, it is:

(50%)	(60%)	1. 3	Requested by the IEP staffing team
		2. __	Initiated by myself.
(33%)	(40%)	3. 2	Both of the above.
		4. __	Other (please explain)

_____

_____

14. Are you involved in the follow-up of students after they leave or complete your program? If so, how?

No; no; "random hearsay".

_____

15. If you have a student who is on an IEP and is not performing well in your class, and you feel other program options should be considered, do you have contact with the IEP team to discuss your concerns?

(100%)	(100%)	1. 6	Yes.
		2. __	No. (If no, who would you contact?)

5.0 GENERAL

16. Which supportive services in your school are you using to help the handicapped student succeed in your class(es)? (Check all appropriate responses.)

% Respondents	% Responses		
(83%)	(29%)	1. 5	Special education teacher and aides.
(100%)	(35%)	2. 6	Counselors.
(67%)	(24%)	3. 4	Consultation with special education teachers (e.g., regarding adaptation of equipment, appropriate teaching strategies, etc.
(33%)	(12%)	4. 2	Specialized instructional materials.
		5. __	Out of school agencies (please specify.)

_____

6. __ Other (please specify.)

_____

7. __ None.

17 a. Have you had contact with personnel from agencies or organizations that provide services to handicapped individuals?

(100%)	(100%)	1. 6	No.
		2. __	Yes. (Who and how often? Please specify.)

17 b. If you have made use of any of the above agencies or organizations please identify the type of service obtained.

_____

17 c. Have you found these agencies to be helpful? (Please explain.)